NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*
230 (19) St. Mary's Early Learning Center

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON PUBLIC SCHOOLS	School: St. Mary's Early Learning Center
Chief School Administrator: DONNIE W. EVANS, ED.D.	Address: 93-95 Sherman Avenue, Paterson NJ 07502
Chief School Administrator's E-mail: superintendent@paterson.k12.nj.us	Grade Levels: Prekindergarten 3 & 4 Year Old Programs
Title I Contact: Marguerite Sullivan	Principal: Lori Harvell
Title I Contact E-mail:msullivan@paterson.k12.nj.us	Principal's E-mail: lharvell@paterson.k12.nj.us
Title I Contact Phone Number: 973-321-2331	Principal's Phone Number: 973-321-2571

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

 Lori Harvell

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School had _____ (number) of stakeholder engagement meetings.

- State/local funds comprised 100_____% of the school's budget in 2013-2014.

- State/local funds will comprise _100_____% of the school's budget in 2014-2015.

- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
		Comprehensive Needs Assessment				
		Schoolwide Plan Development				
1/5/15	Cafeteria (Faculty Meeting)	Program Evaluation (T-Pot and ECERS)	Yes			No

Add rows as necessary.

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School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	It is the mission of St. Mary's Early Learning Center to provide a nurturing learning environment and developmentally appropriate interactive experiences to prepare each student for early educational success and to provide the foundation to support lifelong learning for future participation and competition in the 21st century global arena.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? According to the Department of Early Childhood 2014-2019 Five-Year Preschool Program Plan. Also, Coaching to Fidelity, the Creative Curriculum for Preschool and Teaching Strategies GOLD.

2. What were the strengths of the implementation process? The teachers met and discussed strategies for fidelity in the implementation of the Creative Curriculum Studies.

3. What implementation challenges and barriers did the school encounter? There was not enough training or collaboration school is still struggling with guidelines set forth by the Early Childhood Environmental Rating Scale and the time allotments for Whole Group, Small Group, Read Aloud, and Large Group Literacy especially when collecting data for a performance based assessment.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Not enough staff to effectively implement a program to include interventions and time allotments. Also, the unavailability of the assigned coaches to adequately assist teachers in the implementation of the program even though the state requires most of their time to be spent in the classroom.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The teachers have not bought-in to the program since the department was not able to follow the state plan of Priority 1: Master teachers/coaches should

dedicate the greatest amount of time to classroom coaching using the reflective cycle model. During these visits, master teachers

should observe classroom practices and provide feedback directly to teaching staff in a collaborative manner, plan and model

exemplary practices and meet with the program directors or principals. Recordkeeping should be maintained during these visits.

Priority 2: A substantial amount of time, but less than that devoted to classroom coaching, should be dedicated to providing and

planning for professional development experiences for classroom teachers.

6. What were the perceptions of the staff? The staff would like to have a more collaborative and collegial rapport with the coaches so

   that they could have discussions about teaching and learning in a nonjudgmental manner. What tool(s) did the school use to

   measure the staff's perceptions? No tool was utilized. Discussions took place during conference times and when the staff could

   meet.

7. What were the perceptions of the community? Not measured. What tool(s) did the school use to measure the community's

   perceptions? Not measured.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

9. How did the school structure the interventions?

10. How frequently did students receive instructional interventions?

11. What technologies did the school use to support the program?

12. Did the technology contribute to the success of the program and, if so, how?

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	41	56	Small group; one-on-one instruction; ESI Screening; gestures, hand over hand, visuals, and/or strategies provided by PIRT or as identified in the IEP; native language; constant feedback; and Mighty Minutes (TSCC).	Small group is an average of 7-8 students with individual needs; one on one is implemented during choice time and must be child initiated; PIRT and IEP strategies worked with some of the students however, some of the suggested strategies could not be implemented with the limited amount of time as decided by the ECERs guidelines; native language, constant feedback and Mighty Minutes helped students move along the continuum but not enough to place them in the proficiency range. To be proficient students must demonstrate consistency in the TSCC Literacy objectives and dimensions however, most of the students fell in the 'in-between' range in the progression as they demonstrated that their skills are emerging in ELA areas of development but are not yet solid.
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 -	2014 -	Interventions Provided	Describe why the interventions provided *did* or *did not*

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SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

	2014	2015		result in proficiency (Be specific for each intervention).
Pre-Kindergarten	43	56	Small group; one-on-one instruction; ESI Screening; gestures, hand over hand, visuals, and/or strategies provided by PIRT or as identified in the IEP; native language; constant feedback especially as it relates to quantity, positional words, and shapes; manipulatives; and Mighty Minutes (TSCC).	Small group is an average of 7-8 students with individual needs; one on one is implemented during choice time and must be child initiated; PIRT and IEP strategies worked with some of the students however, some of the suggested strategies could not be implemented with the limited amount of time as decided by the ECERs guidelines; native language, constant feedback and Mighty Minutes helped students move along the continuum but not enough to place them in the proficiency range. To be proficient students must demonstrate consistency in the TSCC Mathematics objectives and dimensions however, most of the students fell in the 'in-between' range in the progression as they demonstrated that their skills are emerging in Mathematics areas of development but are not yet solid.
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Intentional Teaching Cards , Mighty Minutes, Teaching Strategies Children's Book Collection, Book Discussion Cards	Yes	Movement on the development and learning continuum.	Documentation in the GOLD Language and Literacy s Objectives and dimensions continuum. IEPs.
Math	Students with Disabilities	Intentional Teaching Cards , Mighty Minutes	Yes	Movement on the development and learning continuum.	Documentation in the GOLD Mathematics Objectives and dimensions continuum. IEPs.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Intentional Teaching Cards , Mighty Minutes, Teaching Strategies Children's Book Collection, Book Discussion Cards	Yes	Documentation in the GOLD English Language Acquisition Objectives and dimensions continuum.	Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC English Language Acquisition Objectives and Dimensions Continuum.
Math	ELLs	Intentional Teaching Cards , Mighty Minutes, Teaching Strategies Children's Book Collection, Book	Yes	Documentation in the GOLD English Language Acquisition Objectives and dimensions continuum.	Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Mathematics Acquisition Objectives and Dimensions Continuum.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Discussion Cards.			
ELA	Economically Disadvantaged	Intentional Teaching Cards , Mighty Minutes, Teaching Strategies Children's Book Collection, Book Discussion Cards	Yes	Documentation in the GOLD Language and Literacy s Objectives and dimensions continuum.	Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC English Language Acquisition Objectives and Dimensions Continuum.
Math	Economically Disadvantaged	Intentional Teaching Cards , Mighty Minutes	Yes	Documentation in the GOLD Mathematics Objectives and dimensions continuum.	Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Mathematics Acquisition Objectives and Dimensions Continuum.
ELA					
Math					

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Intentional Teaching Cards , Mighty Minutes, Teaching Strategies Children's Book Collection, Book Discussion Cards	Yes	Movement on the development and learning continuum.	Documentation in the GOLD Language and Literacy s Objectives and dimensions continuum. IEPs.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	Intentional Teaching Cards , Mighty Minutes	Yes	Movement on the development and learning continuum.	Documentation in the GOLD Mathematics Objectives and dimensions continuum. IEPs.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Lesson Planning for all Learners	Yes	Documentation in the GOLD Objectives and dimensions continuum. IEPs.	Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Objectives for Development and Learning.
Math	Students with Disabilities	Lesson Planning for all Learners	Yes	Documentation in the GOLD Objectives and dimensions continuum. IEPs.	Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Objectives for Development and Learning.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Supporting ELLs and DLLs	No	No follow through by the Master Teachers or the Supervisor.	
Math	ELLs	Supporting ELLs and DLLs	No	No follow through by the Master Teachers or the Supervisor.	
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	General education including Students with Disabilities, Homeless, Migrant, ELLs, and Economically Disadvantaged	Phonemic Awareness strategies/ Storytelling Arts	Yes	Documentation in the GOLD Language and Literacy s Objectives and dimensions continuum.	Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Language and Literacy Objectives and dimensions.
Math	General education including Students with Disabilities, Homeless, Migrant, ELLs, and Economically Disadvantaged	Math strategies for quantifying	Yes	Documentation in the GOLD Mathematics Objectives and dimensions continuum.	Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Mathematics Objectives and dimensions.

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parental support in the classroom.	Yes	Participation in the activity.	Documentation in the GOLD Language and Literacy s Objectives and dimensions continuum. IEPs.
Math	Students with Disabilities	Parental support in the classroom.	Yes	Participation in the activity.	Documentation in the GOLD Mathematics Objectives and dimensions continuum. IEPs.
ELA	Homeless				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Partnerships with Families-STUDIES		Documentation in the GOLD Objectives and dimensions continuum.	Documentation in the GOLD Objectives and dimensions continuum. Families participating in the different aspects of the STUDIES (share a special song, story, food, experience or talent) Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Objectives for English Language Acquisition.
Math	ELLs	Partnerships with Families-STUDIES		Documentation in the GOLD Objectives and dimensions continuum.	Documentation in the GOLD Objectives and dimensions continuum. Families participating in the different aspects of the STUDIES (share a special song, story, food, experience or talent) Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Objectives for English Language Acquisition.
ELA	Economically Disadvantaged	Partnerships with Families-STUDIES		Documentation in the GOLD Objectives and dimensions continuum.	Documentation in the GOLD Objectives and dimensions continuum. Families participating in the different aspects of the STUDIES (share a special song, story, food, experience or talent) Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Objectives for English Language Acquisition.
Math	Economically Disadvantaged	Partnerships with Families-STUDIES		Documentation in the GOLD Objectives and dimensions continuum.	Documentation in the GOLD Objectives and dimensions continuum. Families participating in the different aspects of the STUDIES (share

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					a special song, story, food, experience or talent) Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Objectives for English Language Acquisition.
ELA	General education including Students with Disabilities, Homeless, Migrant, ELLs, and Economically Disadvantaged	Partnerships with Families-STUDIES		Documentation in the GOLD Objectives and dimensions continuum.	Documentation in the GOLD Objectives and dimensions continuum. Families participating in the different aspects of the STUDIES (share a special song, story, food, experience or talent) Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Objectives for English Language Acquisition.
Math	General education including Students with Disabilities, Homeless, Migrant, ELLs, and Economically Disadvantaged	Partnerships with Families-STUDIES		Documentation in the GOLD Objectives and dimensions continuum.	Documentation in the GOLD Objectives and dimensions continuum. Families participating in the different aspects of the STUDIES (share a special song, story, food, experience or talent) Growth on the New Jersey Preschool Teaching and Learning Standards and TSCC Objectives for English Language Acquisition.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)]   that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading		
Academic Achievement - Writing		
Academic Achievement - Mathematics		
Family and Community Engagement		
Professional Development		
Leadership		
School Climate and Culture		
School-Based Youth Services		
Students with Disabilities		
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? We use the GOLD assessment data.

2. What process did the school use to collect and compile data for student subgroups? The examination of movement on the TSCC GOLD Continuum.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? TSCC has specific guidance about what to observe and why. However, there is still some ambiguity in the decision as to where each child falls on the continuum.

4. What did the data analysis reveal regarding classroom instruction? Most of the teachers would benefit from professional development in the use of data to inform instruction especially examining data at the item level to find strengths and challenges which is appropriately used when planning instruction for whole group, small group, and one-on-one instruction. Also, professional development in interventions to meet diverse needs is needed to support the teachers in incorporating various differentiated instructional strategies in their lessons.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The professional development needs to be specific to the needs of the teachers rather than a general presentation that appeals to the masses.

6. How does the school identify educationally at-risk students in a timely manner? Some students enter the school from early intervention while the other students are identified through early testing using the Early Screening Inventory-Revised and Classroom Teacher Preschool Intervention and Referral Team (PIRT) Request for Assistance.

7. How does the school provide effective interventions to educationally at-risk students? Implementation of specific intervention strategies provided by PIRT and through the use of the Intentional Teaching Cards and Mighty Minutes.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

8. How does the school address the needs of migrant students? Through the establishment of two different bilingual classes (Spanish and Bengali).

9. How does the school address the needs of homeless students? As defined by the law, there are students living in homes with different relatives and are therefore defined as homeless however, all students receive the interventions.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? The Department of Early Childhood Education conducts Professional Development addressing Assessments and the two assessment point people in the building disseminate the information.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Pre-K to Kindergarten Transition folder and information.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Through teacher discussions and input.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language	Mathematics
Describe the priority problem using at least two data sources	Using the Creative Curriculum Learning and Developing Progression and the results from the ESI, there is a need to develop oral language skills and listening skills. This year the three year old teachers will concentrate on those two areas for the first half of the year.	Using the Creative Curriculum Learning and Developing Progression and the results from the ESI, there is a need to develop counting, number concepts and operations, and quantifying.
Describe the root causes of the problem	The children are entering school without a basic knowledge of simple rhymes and unaccustomed to hearing stories either read or told to them. Little oral language development	The children are entering school without a basic knowledge of counting, one to one correspondence and quantifying.
Subgroups or populations addressed	All subgroups and populations.	All subgroups and populations.
Related content area missed (i.e., ELA, Mathematics)	English Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	Creative Curriculum for Preschool Volume 3 Literacy; Phonics First Phonemic Awareness Strategies; and Storytelling, Arts, Inc. Storytelling Strategies.	Creative Curriculum for Preschool Volume 4 Mathematics.
How does the intervention align with the Common Core State Standards?	Teaching Strategies Creative Curriculum Objectives for Development and Learning align with the Common Core State Standards for English Language Arts and Literacy. It is an area that will be assessed as the students move throughout the grades.	Teaching Strategies Creative Curriculum Objectives for Development and Learning align with the Common Core State Standards for Mathematics. It is an area that will be assessed as the students move throughout the grades.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Literacy (ELA)	
Describe the priority problem using at least two data sources	Using the Creative Curriculum Learning and Developing Progression and the results from the ESI, there is a need to develop the knowledge and function of print at the four year old level.	
Describe the root causes of the problem	The children are entering school without a solid foundation of the knowledge and function of print.	
Subgroups or populations addressed	All subgroups and populations.	
Related content area missed (i.e., ELA, Mathematics)	English Language Arts	
Name of scientifically research based intervention to address priority problems	Creative Curriculum for Preschool Volume 3 Literacy; and Storytelling, Arts, Inc. for the functions, forms and conventions of print. Using big books in the classrooms. Providing writing materials for the students to create classroom signs and labels.	
How does the intervention align with the Common Core State Standards?	Teaching Strategies Creative Curriculum Objectives for Development and Learning align with the Common Core State Standards for English Language Arts and Literacy. It is an area that will be assessed as the students move throughout the grades.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
ELA	Students with Disabilities		Classroom Teachers and IAs		What Works Clearinghouse Effect of early literacy intervention on kindergarten achievement
Math	Students with Disabilities		Classroom Teachers and IAs		What Works Clearinghouse *Teaching Math to Young Children*
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	General education including Students with Disabilities, Homeless, Migrant, ELLs, and		Classroom Teachers and IAs		What Works Clearinghouse Effect of early literacy intervention on kindergarten achievement

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
	Economically Disadvantaged				
Math	General education including Students with Disabilities, Homeless, Migrant, ELLs, and Economically Disadvantaged		Classroom Teachers and IAs		What Works Clearinghouse *Teaching Math to Young Children*

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	ESY-Summer Program	Classroom Teachers and IAs	Documentation showing growth in the areas of development and learning on the GOLD Objectives and dimensions continuum.	
Math	Students with Disabilities	ESY-Summer Program	Classroom Teachers and IAs	Documentation showing growth in the areas of development and learning on the GOLD Objectives and dimensions continuum.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	General education including Students with Disabilities, Homeless, Migrant, ELLs, and Economically Disadvantaged	Summer Enrichment Program	Classroom Teachers and IAs	Documentation showing growth in the areas of development and learning on the GOLD Objectives and dimensions continuum.	Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011 report (executive summary, pages 15-22); Summer Matters: How Summer Learning Strengthens Students' Success, evaluation by Public Profit of three summer programs in 2012 sponsored by the Partnership for

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

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Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					Children and Youth;
Math	General education including Students with Disabilities, Homeless, Migrant, ELLs, and Economically Disadvantaged	Summer Enrichment Program	Classroom Teachers and IAs	Documentation showing growth in the areas of development and learning on the GOLD Objectives and dimensions continuum.	[Making Summer Count](): How Summer Programs Can Boost Children's Learning, 2011 report (executive summary, pages 15-22); [Summer Matters: How Summer Learning Strengthens Students' Success](), evaluation by Public Profit of three summer programs in 2012 sponsored by the Partnership for Children and Youth;

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

2. What barriers or challenges does the school anticipate during the implementation process?

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

6. How will the school structure interventions?

7. How frequently will students receive instructional interventions?

8. What resources/technologies will the school use to support the schoolwide program?

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Partnerships with Families-STUDIES	Teacher/Instructional Assistant	Families participating in the different aspects of the STUDIES (share a special song, story, food, experience or talent)	Found in The Creative Curriculum for Preschool Volume 1- *The Foundation*
Math	Students with Disabilities	Partnerships with Families-STUDIES	Teacher/Instructional Assistant	Families participating in the different aspects of the STUDIES (share a special song, story, food, experience or talent)	Found in The Creative Curriculum for Preschool Volume 1- *The Foundation*
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically				

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged				
ELA	General education including Students with Disabilities, Homeless, Migrant, ELLs, and Economically Disadvantaged	Partnerships with Families-STUDIES	Teacher/Instructional Assistant	Families participating in the different aspects of the STUDIES (share a special song, story, food, experience or talent)	Found in The Creative Curriculum for Preschool Volume 1- *The Foundation*
Math	General education including Students with Disabilities, Homeless, Migrant, ELLs, and Economically Disadvantaged	Partnerships with Families-STUDIES	Teacher/Instructional Assistant	Families participating in the different aspects of the STUDIES (share a special song, story, food, experience or talent)	Found in The Creative Curriculum for Preschool Volume 1- *The Foundation*

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University, and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve, and to coordinate the access of resources to parents to increase student achievement.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents will be engaged in the development of their parent involvement policy via school based PTOs, District-Wide PTO Leadership activities and School-based Action Teams.

3. How will the school distribute its written parent involvement policy?

   The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/ or main office if needed.

4. How will the school engage parents in the development of the school-parent compact?

   Parents will be engage in the development of the school-parent compact through involvement in their school-based PTO and school-based Action Team.

5. How will the school ensure that parents receive and review the school-parent compact?

   Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school –compact will be available in the school's parent center and/or main office. The Compact will also be accessible via the district and school Website.

6. How will the school report its student achievement data to families and the community?

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

8. How will the school inform families and the community of the school's disaggregated assessment results?

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of PTO leaders, district Staff members and community stockholders

10. How will the school inform families about the academic achievement of their child/children?

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

   Strategies will be driven by School-based action team activities that are developed in conjunction with parents, community stakeholder, and school-based staff. In addition, when possible, exposure activities for parent such as local Family College Tours.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

The school will continue to support access to parent education programs via the district's Paterson Parent University programs,

School-based Parent and Teacher organizations, and district-wide parent recognition programs

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	13 100%	Effective educators have high standards of professional practice and demonstrate their ability to improve student learning. Thus, effectiveness must be evaluated based on measures of student academic growth, evidence from classroom and school practice, and contributions to colleagues and the school community. The results of the evaluations should guide professional support and development, and inform personnel decisions such as teacher and principal assignments, the granting of professional status (e.g., tenure), promotion to leadership roles, and dismissal for those who, despite receiving support, are ineffective. Good evaluation systems should provide feedback to educators from both colleagues and supervisors that is meaningful, credible, timely, and actionable, and should use evidence-based processes that are fair, accurate, and transparent. Ensure that all teachers are highly qualified and have the knowledge and teaching skills they need to help all students achieve to high standards.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education,	11 (8 vacancies)	HIGHLY QUALIFIED PARAPROFESSIONAL- The term highly qualified paraprofessional' means a paraprofessional who has not less than 2 years

	Number & Percent	Description of Strategy to Retain HQ Staff
passing score on ParaPro test)	58%	of — (A) experience in a classroom; and (B) postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible